Arabic for Specific Purposes (ASP) in Indonesian Context: A Review of the Indonesian Qualifications Framework (IQF)

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Abstract. This article aims to review the relevance of the ASP concept in the Indonesian context. This review examined the guidelines for Graduate Competency Standards (SKL) and Learning Outcomes (CPL) formulated by the Ministry of Religious Affairs in 2018 by adjusting the IQF. The method used is the descriptive qualitative approach with content analysis method. The results of this study indicate that the SKL and CPL Guidelines issued by the government are generally relevant to the implementation of ASP in the Arabic Language Education Study Program. The findings refer to the orientation of the expected goals both theoretically and practically. However, the study program manager has the autonomy to accommodate the concept or not because two more things must be done, namely, needs analysis to adjust the needs of the learners, and the learning process is carried out with a Learner-Centred Approach.

Keywords: ASP, AGP, Arabic education, IQF.

1 Introduction

The fact that Arabic language teaching in Indonesia has a long history does not guarantee that Arabic language teaching in Indonesia will develop rapidly. History proves that Arabic has begun to be recognized since the entry of Islam into the Nusantara[1]. For the Indonesian people, especially Muslims, Arabic is not a "foreign language" because its content is integrated with the needs of Muslims. Here is the weak point: most Indonesian Muslims' attitudes and views still assume that Arabic is only a religious language, so the development of this language is limited to Muslims who want to deepen their religious knowledge [4].

The assumption that Arabic is the language of religion is not entirely wrong. However, in the current context, this view cannot be used as the basis for learning Arabic in Indonesia. Moreover, Arabic language teaching has been found in several educational institutions in Indonesia, both formal, such as schools, universities, and non-formal pesantren, courses, majelis taklim, and other institutions [5], [6]. Arabic language teaching must have a clear direction and purpose by considering the learners' scientific development and practical needs. In language teaching discourse, this is known as Language for Specific Purposes (LSP), which developed in the 1960s [7], [8]. This LSP has also been recognized in English language teaching, which was developed by Widdowson in 1998 with the term English for Specific Purposes (ESP) [9]. In this concept, at least language teaching, according to Robinson, must include 1) goal-oriented learning. 2) The substance of the program/course is designed and developed based on the

concept of need analysis, and 3) it is aimed more at adult learners than children or adolescents [10].

The concept of Arabic for specific purposes (ASP) - adopted from the earlier popular term ESP, has not been widely developed. ASP, in Arabic language teaching, is better known as العربية لأغراض الخاصة - a term introduced by Rusdi Ahmad Thuaimah. In practice, Arabic language teaching in Indonesia must follow the curriculum framework set by the Government, especially for formal schools, both from the primary and university levels [11]. This situation is different from course institutions designed to meet their learners' unique needs, such as the Bahasa Arab Qur'any (BAQ) program managed by the Bina Masyarakat Qurani Foundation. [12].

Arabic for Specific Purposes is clearly distinguished from Arabic for General Purposes (AGP) - the term used by Ghani in his article [13]. ASP is designed for specific learning needs, such as tourism, work, academic, diplomatic, academic, and religious. These particular purposes, of course, will also make the syllabus teaching methods different. In addition, ASP is different from AGP, where Arabic is taught in general, and students are not required to use Arabic in specific contexts.

ASP (العربية لإغراض خاصة) research is not new at the moment, but it cannot be called an old research theme either. There is still much research on ASP, whether you search the Scopus database or Google Scholar. Among them is Ghani's research, which discusses ASP in the Malaysian context [13]. The article was published in a Scopus-indexed international journal. There is also Golfetto's research entitled "Towards Arabic For Specific Purposes" [14] , there is research from Fatoni that discusses ASP in an academic context [16], There is research by Nurmala and Supriadi that discusses ASP in the context of the military [17]. There is also research from Ikram and Ahmad that extends ASP theoretically from the perspective of Arabic language scholars in the Middle East [18].

Of these studies, especially in the Indonesian context, ASP research has not been found related to Indonesia's Arabic Education curriculum. Moreover, research tries to link it with the Indonesian qualifications framework. ASP research is still dominant in specific orientations such as military, economic, educational, and academic, but there has been no review of the relevance of the curriculum used.

In this context, researchers focus on reviewing the curriculum of the Arabic Education study program, which the Government has established in the Indonesian Qualifications Framework (IQF). This review needs to be done with the consideration that Arabic language learning is often trapped in the stigma of teaching only religious language. In fact, currently, Arabic has a strategic position as the world's official language [19]. As an institution of higher education through the curriculum, the campus can ideally prepare graduates who can take opportunities in every strategic role of Arabic. The fundamental problem is whether the Indonesian national qualification framework has been designed to accommodate the ASP concept or is more accommodating to the AGP concept.

2 Methods

This research is vital for several fundamental reasons. *First* is the number of higher education institutions organizing Arabic language study programs in Indonesia, which number 59.[1] *Second*, the majority of higher education graduates are projected as teachers. Third, there has not been much research on Arabic for specific purposes associated with the university curriculum under the Indonesian Qualifications Framework (IQF).

This research uses a qualitative approach and content analysis method. Krippendorff explains that content analysis is a research method for making replicable and valid inferences about the context. The primary data in this study are curriculum documents published by the Ministry of Religious Affairs of the Republic of Indonesia, which oversees Islamic Religious Universities in Indonesia. Secondary data sources used in this research are articles that study ASP and some relevant previous research. In this research, the main instrument is the researcher, who is directly involved in book content analysis activities, tabulating and classifying data.

3 Findings and Discussions

3.1 Overview of The Arabic Curriculum in Higher Education

The university curriculum in Indonesia has a long history of development. The starting point is that the curriculum in Indonesia began based on the Principles of the Pancasila National System following UU No. 22 of 1961[20]. In its development, the Indonesian Government issued the Indonesian Qualifications Framework (IQF) regulation through Presidential Regulation No. 8 of 2012, which became a reference for Learning Outcomes according to each level's level. Furthermore, the implementation of the IQF is targeted in 2016, namely the equalization between graduate and IQF qualifications, prior learning experience (PPL), multi-entry and multi-exit education, and open system education. With the IQF, at least graduates from higher education levels in Indonesia, ranging from bachelor's, master's, and doctorate, have measurable standards. Take a look at the following Fig. 1.
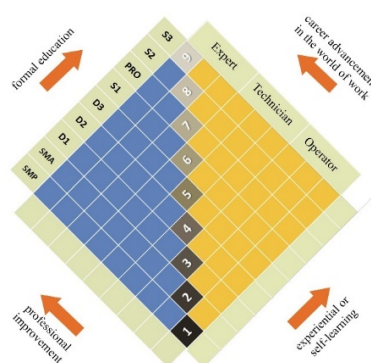

Fig. 1. Indonesian Qualifications Framework concept

[1] Data accessed from the page https://www.banpt.or.id/direktori/prodi/prodi_baru.php on August 28, 2023.

Fig. 1 shows that the curriculum of study programs in Indonesia has been designed to reach a certain level, as well as in Arabic language programs. The program has been designed by following the IQF level set by the Government of Indonesia. Graduates from study programs in both Arabic Language Education and Arabic Language and Literature will at least enter level 6, which is a projection of their career as skilled personnel in the field they are engaged in. To support the achievement of this level, even the government formulates the main basics, starting from the graduate profile, a general description of character and personality as an Indonesian human being, Qualifications that must be met, ranging from workability, mastery of knowledge, and managerial ability. In addition, the Ministry of Religious Affairs of the Republic of Indonesia has also determined learning outcomes ranging from aspects of attitudes and values, areas of knowledge, general skills, and specific skills [21]. Here's Table 1. overview of the expected graduate profile of the Arabic Language Education and Arabic Language and Literature study program.

Table 1. Profiles of graduates of the Arabic Education from undergraduate to doctoral level [21]

Arabic Education		
Bachelor degree	Magister	Doktor
1. Educators/Education Practitioners 2. Education Researcher 3. Teaching Material Development	1. Lecturer 2. Researcher	1. Lecturer 2. Researcher 3. Consultant

3.2 Distinguishing between ASP and AGP

There is a clear distinction between Arabic for General Purposes (AGP) and Arabic for Specific Purposes (ASP) teaching. The difference lies mainly in the content [13]. Several previous studies have revealed their differences [18], [22]. Arabic, for general purposes, provides general knowledge and basic proficiency without focusing on any particular field or purpose [23]. This program focuses on the learners' ability to master commonly used language skills.

Meanwhile, ASP can be viewed as a specialized form of Arabic language teaching for general purposes with the primary objective of equipping learners with the Arabic language skills necessary to face real communication challenges in their future professional careers. The definition is also corroborated by Hutchinson and Waters that language teaching for specific purposes (LSP) is "an approach to language teaching in which all decisions, for example, contents and methods, are based on the learner's reason for learning" [24]. This specificity by Strvens at least includes several things, including meeting the needs of students; the content of the material is closely related to the science being studied or a particular profession; the material revolves around a particular language related to structure, vocabulary, and semantics [25], [26].

Similarly, Dudley-Evans and St. John also mention the variable characteristics of ESP as well as ASP, namely: it can be associated with or designed for a specific discipline; it can be applied in specific teaching situations and conditions with methodologies that are different from general English or Arabic language learning; and it tends to be designed for adult learners (andragogy),

either college-level institutions or in professional task situations. However, it can also be for learners at the secondary school level [27]. For more clarity, the author explains the following differences between the two.

Table 2. Differences in ASP and AGP characteristics

Aspects	Arabic for General Purposes	Arabic for Specific Purposes
Context	covers a wide range of topics that are beneficial to the learner in his communication with Arabs in everyday life	limited to material related to the purpose studied
Purpose	mastering general language skills for communication in various life situations	Goals are determined according to the linguistic needs identified by learners, such as tourism or medicine and others.
Affiliation with the linguistic community	depending on the attitude of communication in society and between one country and another different countries due to different cultural contexts	not linked to a specific linguistic community since the scientific language is the same and the cultural context around the subject (medicine or tourism) is almost the same
Target users	The audience is vague, and classrooms can ialso nclude learners from several specialties, nationalities, cultures, and careers	The audience is homogeneous, the linguistic needs are the same, and the goals are mostly the same, with only slight differences.
Listener/commu nicant (muhawir)	Learners learn to deal with virtual audiences, such as sellers at markets or taxi drivers.	A colleague of the learner at work or a client of his or her company who provides a culturally specific linguistic context
teaching materials	Teaching materials in the field of general communication are selected gradually, focusing on linguistics and vocabulary.	The selected text is related to the needs of the learners. The text is usually authentic, and the focus is on information that the learner knows but does not know the language.
The role of the instructor	The teacher is a learning center that encourages and manages the educational process.	The teacher remains the driving force, but the primary role in the classroom is the learner.

The concepts of AGP and ASP certainly have different benefits. The benefit of teaching with the first ASP model is that it can facilitate faster language acquisition because students learn what they need when they need it in an authentic, content-based context. *Second*, for the efficiency of ASP learning, there are several steps that must be followed by practitioners before giving lessons; of course, needs analysis is needed and specific goals of participants. *Third,* the effectiveness of learning because participants can practice the language appropriately and correctly in the related field [13]. Thu'aimah adds that one of the advantages of this model is a clear methodology that ensures as much practical work , as well as performance, efficiency, and quality as ASP courses, have the right steps to follow to ensure learning outcomes are achieved [28].

ASP teaching combines teaching specific subject matter with Arabic language skills. This combination greatly motivates the students as they become more aware of how Arabic language skills will be used in real contexts in specialized fields such as education, tourism, economics,

and diplomacy. Integrating language skills into teaching these subjects helps expose students to criminology and accurate language structure in meaningful contexts. As a result, it can strengthen the language skills taught and help increase students' motivation and interest in Arabic.

3.3 Review of the IQF and Its Relevance to ASP in Indonesian Context

IQF, in the course of the Arabic Education curriculum, is an essential basis for determining the direction of graduates. The document published by the Ministry of Religious Affairs of the Republic of Indonesia through the Directorate of Islamic Higher Education - Directorate General of Islamic Education in 2018 explicitly included elements of each graduate's work qualifications from undergraduate, master's, and doctoral programs [21]. Regarding the IQF level, according to the level, level 6 for bachelor's, level 8 for master's, and level 9 for doctorate, there are aspects of workability, knowledge mastery, and managerial ability and responsibility.

Table 3. Description of Level 6, Level 8, and Level 9 Qualifications according to IQF [21]

Employability		
Bachelor	Magister	Doctor
1. Able to apply educational and learning theories in the preparation of tools, implementation, and evaluation of Arabic language learning in schools/madrasahs based on information and communication technology; 2. Able to take advantage of the development of science and information and communication technology in solving various Arabic learning problems in schools/madrasas; 3. Able to adapt to the situation faced related to socio-cultural, economic, and political dynamics as well as global challenges in the implementation of Arabic learning tasks in schools.	1. Able to develop knowledge and technology in the field of Arabic Language Education through research and produce innovative and tested work; 2. Able to utilize science and information technology in improving the quality and solving various learning problems of Arabic Language Education;	1. Develop and discover the theory of Arabic Language Education through research to produce creative, original, and tested work 1. Producing technology and innovation in the field of Arabic Language Education
Mastery of Knowledge		
1. Mastering theoretical concepts and educational scientific foundations in depth as a starting point in developing the linguistic potential (Arabic) of students to achieve the established competency standards; 2. Mastering the substance of Arabic studies broadly, deeply, and up-to-date to guide students to meet the established competency standards; 3. Mastering Arabic learning theories and being able to formulate them	Able to solve Scientific Problems Language Education Arabic through approach inter or multidisciplinary;	Able to map and Troubleshoot problems Arabic Language Education through the inter approach, multi and transdisciplinary

procedurally in Arabic language learning;	
4. Mastering the concept of integration of science, religion, science, and Indonesia in learning Arabic;	
5. Mastering the concept of educational leadership in order to mobilize, cultivate, and practice the Arabic language of students in schools.	

Apart from the qualification level aspect in Table 3, there is a description of learning outcomes (CPL), one of which covers the areas of general skills and specific skills. This is an important part to review because it will be directly related to the goals oriented [24] desired from the existence of a study program. The following are specific skills that graduates from the Arabic Language Education study program must possess.

Table 4. Specific skills in accordance with PBA Learning Outcomes [21]

Special Skills		
Bachelor	Magister	Doctor
1. Able to develop the curriculum of Arabic subjects in schools/madrasahs in accordance with procedures and principles in curriculum development;	1. Develop design methods, strategies, and learning models in the field of Arabic Language Education;	1. Developing curriculum implementation in the field of Arabic Language Education through inter, multi, and transdisciplinary approaches;
2. Able to organize educational Arabic language learning in schools/madrasas;	2. Develop the design of sources, media, and teaching materials in the field of Arabic Language Education;	2. Develop design methods, strategies, and learning models in the field of Arabic Language Education through inter, multi, and transdisciplinary approaches;
3. Able to utilize information and communication technology effectively and effectively for Arabic language learning in schools/madrasas;	3. Plan, implement, and follow up learning assessment activities in the field of Arabic Language Education;	3. Designing the implementation of media and the development of teaching materials in the field of Arabic Language Education through inter, multi, and transdisciplinary approaches;
4. Able to facilitate the development of students' linguistic potential to actualize Arabic language skills and abilities in real life in schools/madrasahs and in the community;	4. Developing information technology for the benefit of learning in the field of Arabic Language Education;	
5. Able to communicate effectively, empathetically, and politely in carrying out Arabic learning tasks in schools/madrassahs, in academic communities and in the community;	5. Produce and publish scientific papers in the field of Arabic Language Education in accredited national journals;	4. Design the use of information technology for the benefit of learning in the field of Arabic Language Education;
6. Able to carry out assessments and evaluations of Arabic learning processes and outcomes appropriately and be able to use them for learning purposes;		
7. Able to carry out reflective actions and utilize information and communication	6. Presenting scientific papers in national and international scientific	5. Forming concepts and theories philosophically

technology to improve the quality of Arabic language learning; 8. Able to develop science and profession sustainably, independently, and collectively in the framework of realizing themselves as true educators and learners; 9. Able to memorize and understand educational and linguistic verses and hadiths; 10. Able to carry out reflective actions based on scientific research procedures and methodologies to improve the quality of Arabic learning in schools/madrasahs; 11. Able to apply scientific and professional development steps on an ongoing basis, independently and collectively, in the framework of realizing themselves as Arabic educators who are learners	meetings in the field of Arabic Language Education.	sourced from reputable academic works in both accredited national and reputable international journals; 6. Publish scientific papers in the field of Arabic Language Education in reputable international journals; 7. Presenting scientific papers in national and international scientific meetings in the field of Arabic Language Education; 8. Develop innovation programs in the field of Arabic Language Education based on research.

Table 4 does not deny the existence of general skills also contained in the guidelines for Graduate Competency Standards (SKL) and Learning Outcomes (CPL) by following the Indonesian Qualifications Framework (IQF). However, in an effort to present specific aspects to be achieved in Arabic learning in Indonesia, researchers present this section only.

From the presentation of Table 1., Table 3., and Table 4., there are *very broad goals* oriented, and various graduate profiles are expected. It is understandable that higher education institutions with a long learning process are different from course institutions that can focus on one expected goal.

a. Goals Oriented

According to Noor, who summarises several Arabic language experts, there are four orientations for learning Arabic in higher education: religious orientation, academic orientation, and professional or practical orientation [20].

Religious orientation in Arabic language learning is inseparable. Those who learn Arabic at least aim to understand Islam through the sources of the Qur'an and Hadith [2]. This content in the Graduate Competency Standards (SKL) Guideline document is written on Indonesian human character and personality.

Furthermore, academic orientation. That is, learning Arabic for academic purposes in order to understand the sciences written using Arabic. Or to understand and master language skills (*istima'*, *kalam*, *qira'ah,* and *kitabah*). This orientation and goal lead more to the placement of Arabic as a discipline that is used as a subject or course that must be mastered. This is usually identical to the study of Arabic found in educational institutions, such as Arabic Education, Arabic literature, postgraduate programs, and other scientific institutions. This academic

orientation is seen in the employability and mastery of knowledge that graduates of Arabic Education must possess.

In professional or practical orientation, what is meant here is learning Arabic for professional, practical, and pragmatic purposes, namely, to speak and communicate in Arabic. This is also one of the expectations of graduates of the Arabic language program. Graduates are expected to be able to enter the professional world by utilizing their Arabic language skills both as educators and developers of Arabic language materials.

b. Needs Analysis

Based on the needs analysis in the study of Arabic Education in higher education, there are at least two groups. First is the Arabic and religious major group, which includes Arabic education, Arabic language, and literature majors. In this group, Arabic language proficiency becomes the goal of organized learning, such as mastery of four language skills: istima', kalam, qira'ah, and kitabah. The second group is the international class program (ICP), which includes the Islamic Education Department, Social Studies Education Department, and Shari'ah. In this group, Arabic is used as a tool to understand and improve other skills, such as reading and understanding Arabic literature.

The difference in needs certainly makes the content of Arabic language materials taught differently. If it is included in the classification in the first group, it means that Arabic language teaching is directed at mastering Arabic language skills. Therefore, it is necessary to review courses that are relevant and complementary to courses such as *nushush adabiyyah* and '*ilm alarudh* (metrics), which seem not to be relevant to the real needs of students and market needs [20], [29]. In the second group, the ICP (International Class Program), which includes the Islamic Religious Education Department, Social Studies Education Department, and Sharia Department, carries the purpose and orientation of learning Arabic as a tool to understand and improve other skills such as being able to read and understand Arabic literature.

This need analysis allows study program organizers to modify according to what is needed by students. The reference that has been published by the Ministry of Religious Affairs of the Republic of Indonesia is not a rigid rule; some modifications have also been made, as in Jannah's research [30], as well as Tolinggi's [31]. The most important part of a needs analysis, according to Hutchinson & Waters, is three elements: needs, deficiencies, and wants. Needs refer to "what the learner must know to function effectively in the target situation." Furthermore, the deficiency aspect is the learner's shortcomings that can be identified by finding the gap between the learner's knowledge and ability in the target situation. In the last part, desires, learners may clearly know what they want based on their deficiencies [24].

c. Learner-Centered Approach

A learning-centered approach focuses on choosing appropriate methods for teaching learners and starts with recognizing the learners' background, the target situation, and the theory that can be put into practice in the classroom. This section cannot be directly reviewed in documents published by the Ministry of Religious Affairs.

The learning process for ASP should be tailored to meet learners' abilities, needs, and interests [13]. In other words, different amounts of time, materials, target groups, and levels should be

provided to support learners. Process ii requires negotiation and flexibility from teachers and learners. This approach emphasizes learner-centeredness, where learners decide what they want to learn and how they want to learn the language.

Of course, this process is wholly joined to the autonomy of the study program organizers, especially the lecturers who teach Arabic courses. This ASP concept may not be relevant to the existing design if the learning process is still teacher-centered.

Looking at the graduate competency standards (SKL) and Learning Outcomes (CPL) that have been formulated and adjusted to IQF, there is relevance to the ASP concept, which emphasizes goal-oriented. Practically, the Government has issued regulations for graduates of the Arabic Education study program to have employability, mastery of qualified knowledge, and general and specific skills that will be provision in carrying out their roles as educational practitioners or professionals in the world of education.

It is just that the problem in determining the curriculum composition in practice in the field experiences a double orientation between proficiency orientation and scientific orientation. Both need to be mastered by students, but one of the two needs to be the focus: Is Arabic positioned as a skill study oriented towards student proficiency in the four language skills? Or is Arabic positioned as a scientific discipline oriented towards mastering its epistemological framework, substance, and methodology? Another problem often faced is the low interest and motivation to learn [32]. This issue can happen if the learning model is still teacher-centered, whereas the learner-centered approach is the trend.

To support adapting the ASP concept in the Arabic Education study program in Indonesia, it seems that the study program organizers must make many innovations and adjustments in several aspects, such as relevant learning orientation, curriculum formulation based on needs analysis, and a learner-centered approach.

Conclusion

Based on the findings and discussion, the researcher can conclude that the Arabic Education (PBA) curriculum in Indonesia, which is designed by following the Indonesian Qualifications Framework (IQF) levels 1 to 9, has two opportunities to accommodate the concept of Arabic for Specific Purposes (ASP) and also the concept of Arabic for General Purposes (AGP). The concept of Arabic for Specific Purposes (ASP) is very likely to be implemented by paying attention to the design of curriculum standards with clear target goals, workability standards, mastery of knowledge, and general and specific skills. It is just that at the implementation level, it is returned to the study program organizers whether they can adapt the practice because in implementing ASP in addition to the target goals, there is a need for analysis and ASP as a Learner-Centred Approach.

The benefits of ASP implementation are that it facilitates faster language acquisition, learning efficiency, and effectiveness. Teaching ASP by combining the teaching of specific subject matter with Arabic language skills is highly motivating for the students, as they become more aware of how Arabic language skills will be used in authentic contexts in specialized areas such as education, tourism, economy, and diplomacy.

Meanwhile, the AGP concept can also be implemented in Arabic Education (TLE) programs under the IQF. The concept becomes the antithesis of ASP; if the study program cannot determine clear target goals, needs analysis, and learning still does not lead to a learner-centered approach.

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